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ABSTRACT

Drawing on current research and one teacher's teaching experience, this book offers a discussion of ways to unite developmentally appropriate and culturally responsive literacy practices. The book presents detailed portraits of children learning to make sense of literacy during the early childhood years. Included are conversations with children, parents, and teachers about how they view literacy. The conversations highlight the important role that these beliefs and values play in literacy learning. The book describes moments of literacy teaching and learning that reveal important intersections among development, literacy, and diversity. Part 1 of the book provides background on the teacher's role as a teacher researcher and relevant theoretical and pedagogical frameworks for developmentally appropriate and culturally responsive literacy practices. Part 2 describes how the children were taught and how the children's artwork, writing, and comments connect development and diversity in their literacy learning. Anecdotes and scenes illustrate the significant characteristics and themes of the children's literacy resources and interests. Part 3 describes and discusses the widening circles of literacy teaching and learning, including ways to strengthen existing school literacy practices by including the voices and perspectives of families in their children's education and reflections on the search for common ground between developmentally appropriate practice and culturally responsive teaching. (Contains 86 references.) (KB)

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